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are an admirable example of this method at its best. His range of reading is astonishingly wide, and he has not been slow to see the value of "savage" tales and those of the non-Aryan people. A list of works consulted forms a useful bibliographical index, but it is greatly to be regretted that the book contains no other. In a work containing such an enormous mass of references, some kind of a topical index at least is an absolute necessity, and every scholar who uses M. Cosquin's book will be obliged to make one for himself. No better exercise could be recommended to the student of popular tales than to make an index of these volumes. A careful reading of the text and notes and their arrangement by topics and classes would be the best possible foundation for success in this department of study, which, judging from the ever increasing number of books, is rapidly growing in popularity at home and abroad. Certainly no more delightful field of study can be found for the American student, or one which offers so much fresh material. Allen's "Slave Songs," Harris's "Uncle Remus" and Newell's "Games and Songs of American Children" were a revelation to most of us of what could be done in our very midst, and how much is still to be gleaned in the same field among the former slaves, and in the states once under the French and Spanish rule, to say nothing of the Indians, whose folk-tales have been so insufficiently collected.

Let us hope that works like Cosquin's will foster an interest in this fascinating study and lead to results which will redound to the credit of American scholarship.

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Althochdeutsche Grammatik von WILHELM BRAUNE. Halle, Niemeyer, 1886. XVI, 260 pages, 8vo.

This is the fifth volume of the series of short grammars of the Germanic dialects, edited by W. Braune. The other volumes are Braune's *Gothic Grammar*, Paul's *Middle High German* (the second edition with a valuable syntax), Sievers' *Anglo-Saxon* (translated and edited by Professor A. S. Cook), Noreen's *Old Norse*. The *Old High German Gram-*

mar had been half promised for the year 1882, in the author's *Old High German Reader* to which it forms a complementary volume.

Anyone who has tried to teach beginners O. H. G., according to the sound methods of the younger school of philology and the principles and results reached during the last fifteen or twenty years, has had a hard task using the *Hahn-Jeitteles* grammar and reader, or *Müllenhoff's Sprachproben* or *Schade's Lesebuch* and paradigms. The poor students were still more to be pitied, and doubtless envied their fellows who began Gothic with Braune's, or English with Sievers' books.

Taking only the sections of this grammar in the largest type the beginner gets all, if not more than all, the essential facts and principles of phonology and inflection. But Braune's best, most valuable and original work is in the *Anmerkungen* of which two-thirds if not three-fourths of every page is made up.

This matter is for the advanced students and the *Fachmann*, who will miss far less than before the exhaustive treatment of O. H. G. which we may look for, when Steinmeyer's and Sievers' collection and edition of O. H. G. glosses is completed. Braune's grammar is larger than any of the others, for which no apology is necessary, when we take into consideration the great variety of O. H. G. dialects and their diversified consonant-systems, incident to the so-called second shifting.

My first impression was that there was too much comparative philology in the phonology, but since we have to go back to West Germanic at any rate and since Braune reasonably takes for granted that Gothic has been studied, the General Teutonic basis was the one to start from. Old Saxon has perhaps been drawn in oftener than was necessary.

In the treatment of the dialects the chronology of the various developments of vowel and consonant receives special attention, which is a very valuable feature of the work. At the end of Chapter I, on the vowels of the stem-syllables, there is an "anhang" containing something general on these vowels. It would have been more practical to have given the general principles of ablaut and umlaut at the beginning of this chapter, and in what is now § 50 the ablaut series without special reference

to nouns or verbs, as is done in the other grammars. Since in the second ablaut series *au* > *ou* is older than *au* > *ō* before *h* and the dentals, § 46 should have preceded § 45 and for this reason on pages 230 and 231 the second division of Class I. should have been the first.

The vowels of the syllables not under chief-stress are treated more fully and practically in § 54-77 than in any other grammar.

It is to be regretted that the terms *hart* and *weich* are still used. When I first found them in § 81, I was prepared for the "*stimmlose media*" *b, d, g*, which was sure to turn up later. See § 103, § 163. As long as Sievers and Vietor identify the South and Middle German surd stops + voice glide (*b, d, g*.) as "soft" or "*tonlose*" "*media*" or "*stimmlose lenis*" whatever name this "*Unding*" may bear, the philologists will have them in their grammars. The only German authority in phonetics that agrees with Sweet and Storm is Kräuter.

If we were only rid of the terms *lenis, fortis, media, tenuis, hard* and *soft*! They cover the deep-seated error. The sound represented by the symbol *b* in the eyes of all civilized nations except certain Germans is a sonant lip-stop; whether this be strong (*fortis*) or weak (*lenis*), whether long or short, it always remains sonant. Now what may a "*stimmlose*" *i. e.* surd sonant lip-stop be? And yet Vietor says, § 102 *Ann.* of his "*Elemente der Phonetik etc.: Die Unterscheidung der beiden Glieder der Verschluss lautpaare gk, dt, bp beruht also erstens auf dem absoluten Moment des Vorhandenseins oder Fehlens des Stimmtons.*"

In § 95 the examples *fol—follër, wolla* etc. will hardly be appreciated unless the references to Kluge are looked up. It would have taken little space to give the primitive forms with *ln* etc. Braune, Paul and Noreen say *a-declension* and *ō-declension*, Sievers *o-* and *ā-declensions*; I prefer Sievers' terms, which connect directly with the Greek and Latin declensions.

I am surprised, that Braune does not give the phonetics of *sch* < *sc, sk*, in § 146. The development was *sk* > *sky* before palatal vowels, *sky* > *s-ch* as in the modern Westphalian dialect, *i. e. s* + palatal spirant, this into the simple sound *sch*, Engl. *sh*.

Into all unsettled questions, as re-duplication

+ ablaut or re-duplication sans ablaut; *t*-preterite or *dh*-preterite or both; the origin of the long stem-vowel in the plural of Class V. of strong verbs, Braune wisely does not enter. He gives only the proper references to the latest and generally the soundest investigations on the subject, a praiseworthy custom, in which he follows his fellow-editors.

Though the table of contents is quite full, it is to be hoped that the second edition of the work will give us a complete index. Of the three misprints which I have noticed, even the one in *Ann.* 1 of § 91 is hardly misleading. The second *A. H. D.* in line 2 should be *N. H. D.* All instructors and students of the German language are to be congratulated upon the clear and sound presentation of its historical development from the oldest General Teutonic to the newest New High German, as given in Braune's O. H. G. and Paul's M. H. G. Grammars.

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BRIEF MENTION.

Prof. John G. R. McElroy (University of Pennsylvania) has published a book with the somewhat elaborate title: "Essential Lessons in English Etymology, comprising the history, derivation, composition, and relationship of English words; with lists of prefixes, suffixes, stems, doublets, homonyms, etc. For the use of schools (John E. Potter & Co., Philadelphia)." These pages are, according to the words of the Preface, designed "to render the elementary study of English Etymology at once simple and rational," by means of "simple explanations of the nature and origin of words, their growth and decay, the sounds that compose them, their history, and their relationship," which shall also prepare the student for subsequent "advanced studies, not only in English, but in language as a whole."

To this extent Prof. McElroy's doctrine is sound, namely, that there are certain principles of language that may with the best advantage be imparted to elementary classes; that many of the broader facts in the history of the student's vernacular can at an early age be acquired to a degree that must be favorable to